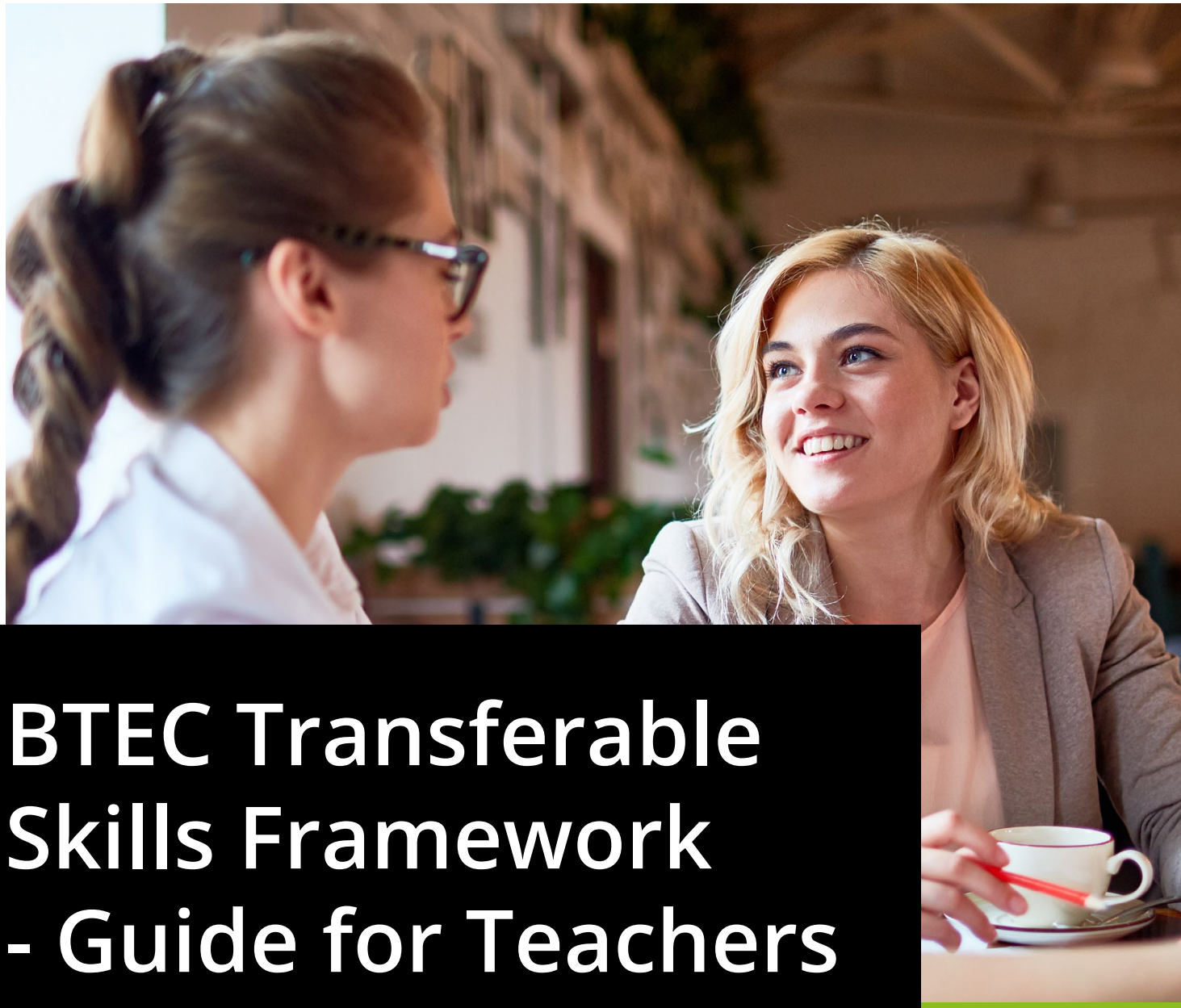
Pearson BTEC

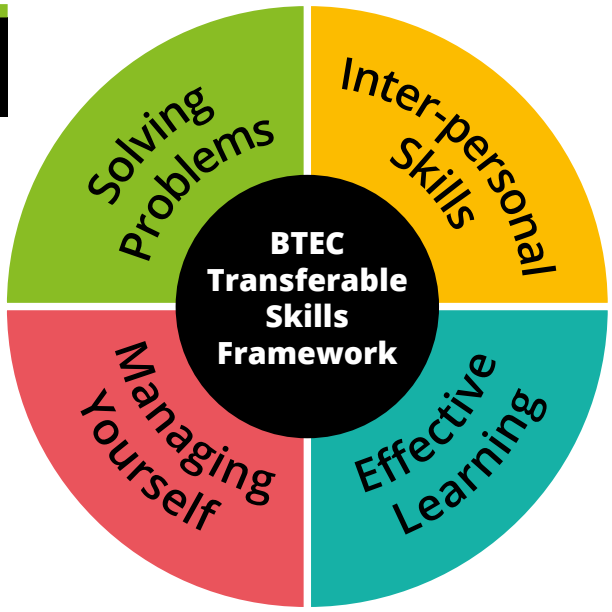


BTEC Transferable Skills Framework - Guide for Teachers

The purpose of this guide is to support teachers in understanding the new BTEC Transferable Skills Framework and how it has been used to integrate the delivery these skills in the new suite of BTEC Level 3 and Level 2 qualifications starting in 2025.

What are Transferable Skills?

Transferable skills can be defined as skills that are not specifically related to a particular job, task, academic discipline or area of knowledge and can be used in a wide variety of situations and work settings. They are the skills everyone needs to do any job and to successfully navigate everyday life.



Why are Transferable Skills important?

Transferable skills have become increasingly attractive to employers as they support the application of technical skills and knowledge and help individuals to adapt to different job roles and industries in a changing jobs market. Students with transferable skills are also better able to thrive in higher education and adapt more easily to changing life situations and roles.

Ofsted also recognises the importance the importance of students developing knowledge and skills beyond the subject specific content of qualifications. This is reflected in the key judgements that education establishments are evaluated against during inspections. Integrating the BTEC Transferable Skills Framework in the delivery of the curriculum supports students in developing skills essential for both current and future learning and employment.

What is the BTEC Transferable Skills Framework?

The BTEC Transferable Skills Framework is a tool developed by Pearson to underpin and guide the development of transferable skills through BTEC qualifications. The framework is holistic, including cognitive, social and emotional skills. It has four broad skill areas, each with its own cluster of transferable skills as shown below.

Each Transferable Skill has a set of descriptors that describes the outcomes learners need to demonstrate to achieve the skill.

For example, below is the set of performance descriptors for the Transferable Skill 'Taking Personal Responsibility' which sits in the broad skill area of Managing Yourself:

Transferable Skill	Performance Descriptors
Taking Personal Responsibility	• Demonstrates understanding of their role and responsibilities and the expected standards of behaviour. • Demonstrates compliance with codes of conduct and ways of working. • Makes use of available resources to complete tasks. • Manages their time to meet deadlines and the required standards. • Demonstrates accountability for their decisions or actions.

Click here to to view descriptors for all of the Transferable Skills

How the Transferable Skills Framework is integrated into BTEC qualifications?

Opportunities to deliver transferable skills are shown in the specifications using a combination of the letters from the broad skill area and the specific transferable skill to form an acronym shown in square brackets.

For example, 'Managing Yourself – Taking Personal Responsibility' the acronym is **[MY- TPR]**.

There are two approaches used to apply the framework to identify where and how these transferable skills could be delivered through the units in the qualifications:

Embedded ✔

- ✔ An **embedded** transferable skill is seamlessly integrated into the teaching, learning and assessment of a unit. This means the learner will develop and demonstrate that skill upon achieving the unit. Skills that are embedded are inherently related to the unit's technical content and/or skills outcomes.
- ✔ You will deliver the unit content and assess learners based on the unit assessment criteria as per the usual BTEC approach.
- ✔ When learners successfully achieve the assessment criteria with the embedded transferable skill, they will have fulfilled and met the requirements for the transferable skill.
- ✔ Where a transferable skill is embedded in a unit, the acronym for the transferable skill will be clearly identified after the assessment criteria in square brackets e.g.. **[IS-WC]**
- ✔ There is a table at the end of every unit to show which transferable skills have been embedded in the unit and which ones have been signposted – an embedded transferable skill will be indicated with a tick ✔
- ✔ Externally assessed units do not have any embedded transferable skills and some internally assessed units in a qualification may also not have any embedded transferable skills.

Signposted ✱

- ✱ Where a transferable skill is **signposted**, it is identified as an opportunity to deliver the skill but it is not a requirement for the teaching, learning and assessment to achieve the unit. There may be connections to the skill through the unit content or the assessment approach.
- ✱ For example, if some of the content lends itself to teaching Teamwork, the teacher can choose to deliver the transferable skill as a part of the unit – learners may not be assessed on Teamwork but they will have the opportunity to develop the skill.
- ✱ If the transferable skill is signposted, the relevant acronym for the transferable skill acronym will be shown in square brackets in the learning aim of the relevant unit and at the table at the end of the unit, indicated with an asterisk ✱.
- ✱ For externally assessed units, signposting is indicated alongside the Assessment Outcomes at the start of the unit.

Ideas and activities to support teaching and learning of embedded and signposted transferable skills are provided in the Planning and Teaching Guide for each qualification, available on our website.

Examples of how the two approaches are reflected in the units in the specifications

Fig 1. Signposted transferable skill identified in the relevant learning aim.

Learning aim D: Review personal development of scientific skills for laboratory work **[MY-PGS]**

Transferable skills that are signposted in externally assessed units are identified by their acronym alongside the relevant assessment outcome at the start of unit as shown in the example below:

Assessment outcomes

AO1 – Demonstrate knowledge and understanding of scientific concepts and theories, terminology, definitions and scientific formulae used in human physiology, anatomy and pathology.

AO2 – Apply knowledge and understanding of scientific concepts and theories, procedures, processes and techniques relating to human physiology, anatomy and pathology in given contexts.

AO3 – Analyse and interpret scientific information relating to human physiology, anatomy and pathology - [SP-CT]

Fig 2. Transferable skills that are **embedded** in a unit are identified by their acronym alongside the relevant assessment criteria in the assessment criteria grid as shown in the example:

Pass
D.P8 Describe the pratical skills and personal compentencies that you have used in this unit. **[MY-TPR]**

Transferable Skills unit summary

At the end of each unit, there is a table that summarises which transferable skills have been embedded and signposted within the unit as shown below:

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR ✔	EL – MOL	IS – WC	SP – CT ✔
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS ✱	EL – PRS ✔	IS – C&SI	

Table key

✱	Signposted to indicate opportunities for development as part of a wider teaching and learning.
✔	Embedded in teaching, learning and assesment
Blank	Transferable Skill not embedded or signposted in unit

The Appendix at the back of each specification provides a full overview of the Transferable Skills Framework including the broad skills areas each transferable skill and the the associated descriptors for each.

More information on how learners receive recognition for achievement of transferable skills and digital badging will be published in due course.

Annexe – Transferable Skills Framework

	Acronym	Transferable Skill	Performance Descriptors
Managing Yourself	MY-TPR	Taking Personal Responsibility	• Demonstrates understanding of their role and responsibilities and the expected standards of behaviour. • Demonstrates compliance with codes of conduct and ways of working. • Makes use of available resources to complete tasks. • Manages their time to meet deadlines and the required standards. • Demonstrates accountability for their decisions or actions.
	MY- PS&R	Personal Strength and Resilience	• Identifies own personal strengths and demonstrates the ability to use these in relevant areas. • Demonstrates the ability to adapt own mindset and actions to changing situations or factors. • Uses challenges as learning opportunities.
	MY- COP	Career Orientation Planning	• Undertakes research to understand the types of roles in the sector in which they could work. • Reviews own career plans against personal strengths and identifies areas for development to support progression into selected careers. • Takes part in sector-related experiences to support career planning.
	MY- PGS	Personal Goal Setting	• Sets SMART goals using relevant evidence and information. • Reviews progress against goals and identifies realistic areas for improvement. • Seeks feedback from others to improve own performance.

	Acronym	Transferable Skill	Performance Descriptors
Effective Learning	EL-MOL	Managing Own Learning	• Maintains a focus on own learning objectives when completing a task. • Demonstrates the ability to work independently to complete tasks. • Reviews and applies learning from successful and unsuccessful outcomes to be effective in subsequent tasks.
	EL- CL	Continuous Learning	• Engages with others to obtain feedback about own learning progress. • Responds positively to feedback on learning progress from others. • Monitors own learning and performance over the short and medium term.
	EL - SRS	Secondary Research Skills	• Defines the research topic or question • Uses valid and reliable sources to collate secondary data. • Interprets secondary data and draw valid conclusions. • Produces a reference list and cites sources appropriately.
	EL-PRS	Primary Research Skills	• Defines the research topic or question • Carries out primary data collection using appropriate and ethical research methodology. • Interprets primary data to draw valid conclusions.

	Acronym	Transferable Skill	Performance Descriptors
Inter-personal Skills	IS-WC	Written Communication	• Produces clear formal written communication using appropriate language and tone to suit purpose.
	IS-V&NC	Verbal and Non Verbal Communication	• Uses verbal communication skills confidently to suit audience and purpose. • Uses body language and non-verbal cues effectively. • Uses active listening skills and checks understanding when interacting with others.
	IS_T	Teamwork	• Engages positively with team members to understand shared goals and own roles and responsibilities. • Respectfully consider the views of team members and shows courtesy and fairness. • Completes activities in line with agreed role and responsibilities. • Provide support to team members to achieve shared goals.
	IS-C&SI	Cultural and Social Intelligence	• Demonstrates awareness of cultural and social biases • Demonstrates diversity, tolerance and inclusivity values in their approach to working with others.

	Acronym	Transferable Skill	Performance Descriptors
Solving Problems	SP-CT	Critical Thinking	• Demonstrates understanding of the problem or issue to be addressed. • Makes use of relevant information to build ideas and arguments. • Assesses the importance, relevance and/or credibility of information and ideas. • Analyses, interprets and evaluates information to present reasoned conclusions.
	SP-PS	Problem Solving	• Presents a clear definition of the problem. • Gathers relevant information to formulate proposed solutions. • Selects relevant and significant information to formulate proposed solutions. • Identifies negative and positive implications of proposed solutions. • Presents and justifies selected solutions to problems.
	SP-C&I	Creativity and Innovation	• Identifies new and relevant ideas to help solve a problem. • Refines ideas into workable solutions based on test results and/or feedback.

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WFS_A0756 • BTEC • Version 2.0• November 2024 • DCL1: Public